



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

9128 E. San Salvador, Scottsdale, AZ 85258

Basis School, Inc. - Scottsdale

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Excelling
2003-04	Not Evaluated
2002-03	Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Ms. Diane Moser  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : 5-8  
 2005 Enrollment : 208  
 Web Address : [www.basisscottsdale.org](http://www.basisscottsdale.org)  
 Phone Number : (480) 451-7500  
 Fax Number : (480) 451-4555  
 E-mail : [dmoser@basisscottsdale.org](mailto:dmoser@basisscottsdale.org)

### Mission

BASIS SCOTTSDALE'S mission is to provide a rigorous liberal arts education to college bound middle students. We offer academically motivated students from a broad range of backgrounds a solid foundation for lifelong learning.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not Evaluated

#### School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü To provide students with broad content knowledge in the spirit of a classic liberal arts program.
- ü To offer students a solid foundation for high school studies by introducing high school concepts as early as seventh grade.

### Enrollment

October 1, 2004 School Year Student Enrollment : 175  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 172

## Instructional Programs

- ü Biology/Physics/Chemistry in 6-8
- ü Accelerated Math Program
- ü Core Knowledge Curriculum Emphasized
- ü Advancement Placement Prep for 9th grade
- ü Languages - Spanish, French, Chinese
- ü Electives - Art, Music, Martial Arts
- ü Curriculum Aligned w/AZ Standards
- ü 6th grade Latin

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

## Shared Responsibilities

### School

Provide an academically challenging curriculum and safe learning environment for our students.

### Parents

Ensure that students arrive at school on time everyday, provide space, time and resources time to work on homework assignments and encourage earnest and sustained effort effort at school.

## Transportation Policy

No transportation provided.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Science Bowl Team - 1st place Texas Regionals	2005
ü Science Bowl Team - 2nd place Texas Regionals	2005
ü Regional Language Fair - 1st place awards	2005
ü National French Exam - Top 10 National Placement	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	26	78906	100	100	99	599	599	498	0	0	13	0	0	19	17	17	48	83	83	20
All Students (Prior Year)	25	25	76019	100	100	100	556	556	499	0	0	14	4	4	39	20	20	14	76	76	33
Female	13	13	38644	100	100	99	588	588	500	0	0	12	0	0	19	25	25	49	75	75	19
Male	13	13	40236	100	100	99	611	611	497	0	0	15	0	0	19	9	9	46	91	91	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	--	--	31938	--	--	99	--	--	481	--	--	19	--	--	25	--	--	46	--	--	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	21	21	36483	100	100	99	593	593	517	0	0	7	0	0	13	22	22	51	78	78	30
Students with Disabilities	--	--	10664	--	--	100	--	--	430	--	--	42	--	--	27	--	--	26	--	--	5
Students without Disabilities	26	26	68310	100	100	98	599	599	509	0	0	9	0	0	18	17	17	51	83	83	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	--	38679	--	--	96	--	--	483	--	--	20	--	--	25	--	--	45	--	--	10
Non-Economically Disadvantaged	26	26	40295	100	100	100	599	599	513	0	0	7	0	0	13	17	17	50	83	83	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	26	78908	100	0	99	543	543	484	0	0	10	0	0	23	48	48	58	52	52	9
All Students (Prior Year)	25	25	76020	100	100	100	525	525	503	0	0	25	12	12	23	56	56	40	32	32	12
Female	13	13	38648	100	0	99	551	551	489	0	0	8	0	0	22	42	42	61	58	58	10
Male	13	13	40233	100	0	99	535	535	479	0	0	12	0	0	25	55	55	55	45	45	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	--	--	31940	--	--	99	--	--	465	--	--	16	--	--	32	--	--	49	--	--	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	21	21	36502	100	0	99	538	538	502	0	0	4	0	0	14	56	56	67	44	44	15
Students with Disabilities	--	--	10665	--	--	100	--	--	423	--	--	30	--	--	36	--	--	31	--	--	2
Students without Disabilities	26	26	68312	100	0	98	543	543	493	0	0	7	0	0	21	48	48	62	52	52	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	--	38662	--	--	96	--	--	468	--	--	16	--	--	32	--	--	49	--	--	3
Non-Economically Disadvantaged	26	26	40315	100	0	100	543	543	498	0	0	5	0	0	15	48	48	66	52	52	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	26	78750	100	100	99	560	560	500	0	0	6	4	4	29	83	83	63	13	13	2
All Students (Prior Year)	24	24	75673	96	96	100	570	570	530	4	4	12	4	4	25	88	88	58	4	4	4
Female	13	13	38586	100	100	99	565	565	515	0	0	4	0	0	22	92	92	71	8	8	3
Male	13	13	40135	100	100	99	555	555	486	0	0	8	9	9	35	73	73	56	18	18	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	--	--	31841	--	--	99	--	--	483	--	--	8	--	--	36	--	--	55	--	--	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	21	21	36440	100	100	99	552	552	516	0	0	3	6	6	22	89	89	71	6	6	4
Students with Disabilities	--	--	10622	--	--	100	--	--	415	--	--	21	--	--	50	--	--	28	--	--	1
Students without Disabilities	26	26	68196	100	100	98	560	560	513	0	0	3	4	4	25	83	83	69	13	13	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	--	38558	--	--	96	--	--	485	--	--	8	--	--	37	--	--	54	--	--	1
Non-Economically Disadvantaged	26	26	40260	100	100	100	560	560	514	0	0	3	4	4	21	83	83	72	13	13	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

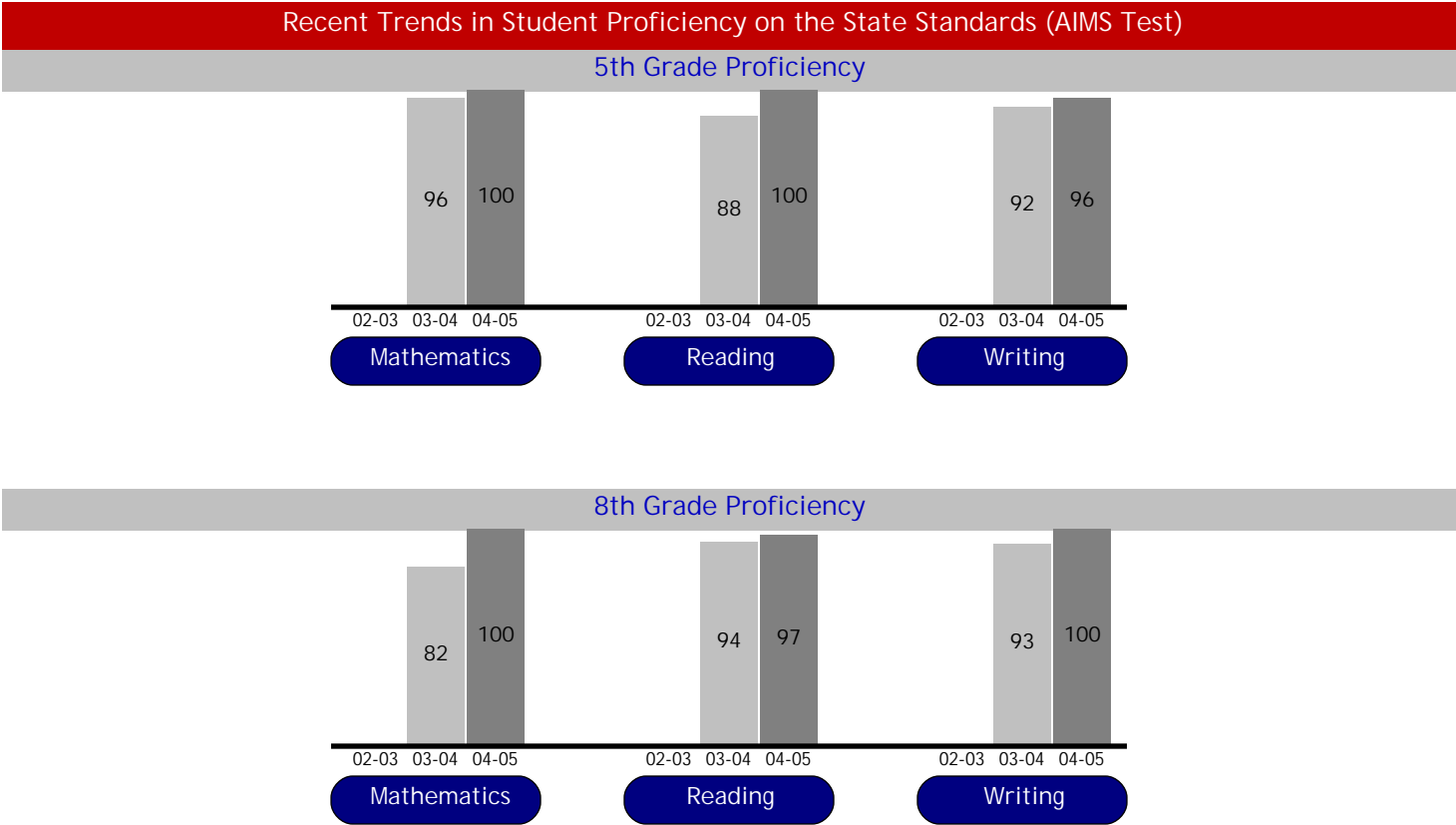
## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	36	78250	100	100	99	646	646	548	0	0	21	0	0	18	35	35	48	65	65	13
All Students (Prior Year)	17	17	75001	100	100	99	544	544	468	0	0	37	18	18	36	35	35	16	47	47	10
Female	16	16	38071	100	100	99	627	627	549	0	0	20	0	0	19	38	38	49	63	63	12
Male	20	20	40126	100	100	99	663	663	547	0	0	23	0	0	17	33	33	46	67	67	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	--	--	29129	--	--	99	--	--	527	--	--	32	--	--	23	--	--	40	--	--	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	35	35	38320	100	100	99	648	648	568	0	0	12	0	0	14	33	33	55	67	67	19
Students with Disabilities	--	--	9329	--	--	100	--	--	454	--	--	64	--	--	18	--	--	16	--	--	2
Students without Disabilities	36	36	68996	100	100	99	646	646	561	0	0	16	0	0	18	35	35	52	65	65	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	36	36	44937	100	100	100	646	646	561	0	0	13	0	0	15	35	35	54	65	65	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	36	78302	100	0	99	582	582	512	0	0	11	3	3	25	65	65	57	32	32	7
All Students (Prior Year)	17	17	74918	100	100	99	550	550	497	0	0	32	6	6	19	59	59	35	35	35	15
Female	16	16	38082	100	0	99	589	589	518	0	0	8	6	6	24	50	50	61	44	44	7
Male	20	20	40166	100	0	99	575	575	507	0	0	14	0	0	26	78	78	54	22	22	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	--	--	29152	--	--	99	--	--	492	--	--	17	--	--	34	--	--	46	--	--	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	35	35	38347	100	0	99	581	581	531	0	0	5	3	3	17	64	64	68	33	33	10
Students with Disabilities	--	--	9353	--	--	100	--	--	429	--	--	40	--	--	38	--	--	22	--	--	1
Students without Disabilities	36	36	69024	100	0	99	582	582	524	0	0	7	3	3	23	65	65	62	32	32	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	36	36	44979	100	0	100	582	582	525	0	0	6	3	3	18	65	65	66	32	32	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	36	78094	100	100	99	611	611	545	0	0	3	0	0	18	91	91	77	9	9	2
All Students (Prior Year)	15	15	74503	88	88	99	578	578	491	7	7	9	0	0	32	60	60	51	33	33	8
Female	16	16	38025	100	100	99	617	617	558	0	0	2	0	0	13	94	94	82	6	6	2
Male	20	20	40013	100	100	99	606	606	534	0	0	5	0	0	23	89	89	71	11	11	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	--	--	29068	--	--	99	--	--	523	--	--	5	--	--	27	--	--	67	--	--	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	35	35	38265	100	100	99	611	611	564	0	0	2	0	0	11	91	91	84	9	9	3
Students with Disabilities	--	--	9275	--	--	100	--	--	444	--	--	14	--	--	46	--	--	39	--	--	1
Students without Disabilities	36	36	68892	100	100	98	611	611	559	0	0	2	0	0	14	91	91	82	9	9	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	36	36	44871	100	100	100	611	611	559	0	0	2	0	0	12	91	91	84	9	9	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

## ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
5	Reading	--	--	--	50	100	80	NA	55	100	77	77	50
	Language	--	--	--	46	100	72	72	49	100	83	83	50
	Mathematics	--	--	--	57	100	91	91	63	100	89	89	49
6	Reading	--	--	--	53	100	91	NA	56	98	79	79	51
	Language	--	--	--	45	100	85	85	48	98	84	84	47
	Mathematics	--	--	--	62	100	95	95	66	98	89	89	52
7	Reading	--	--	--	51	100	92	NA	54	100	86	86	50
	Language	--	--	--	54	100	93	93	58	100	87	87	52
	Mathematics	--	--	--	58	100	94	94	62	100	87	87	50
8	Reading	--	--	--	53	100	88	NA	55	100	82	82	51
	Language	--	--	--	49	100	90	90	52	100	84	84	50
	Mathematics	--	--	--	58	100	91	91	61	100	89	89	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

3 School Administrator(s)  
 0 Non-certified Employee(s)  
 0 Teacher(s)  
 1 Parent(s)  
 4 Community Member(s)  
 0 Student(s)

## Council Duties

Ü Financial Oversight  
 Ü School Policy and Procedures  
 Ü School/Business/Community Relations

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	14.00
Other Professional Staff	2.00	Teacher Aide	.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	2	2	0	0
7 to 9 years	0	1	0	0
10 or more years	2	1	2	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	291
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

## Special Facilities

Ü Science Lab  
 Ü Martial Arts Room  
 Ü Art Studio

## Extracurricular Activities

Ü Tennis  
 Ü Band and Strings  
 Ü Science Bowl  
 Ü Art Club  
 Ü Journalism - Yearbook Club  
 Ü National Junior Honor Society  
 Ü Drama  
 Ü Bowling League

## Social Services



## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

ü Received accreditation from the American Academy for Liberal Education

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Transfers Out Rates <sup>5</sup>	10	12	12	17
Transfers In Rate <sup>6</sup>	16	28	28	37
Stability Rate <sup>7</sup>	89	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

School policies and procedures are communicated to all students and parents through the Parent and Student Handbook. The school director, the student, and the parent sign a contract agreeing to abide by those policies and procedures.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Michael Block	(520) 326-6367
Transportation Policy		
Community Resources		
School Nutrition Programs		
Parent Organization	Joanne Goldberg	(480) 451-7500
Student Health/Nurse	Carolyn McGarvey	(520) 326-6367

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

## DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

## Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

## Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

## Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

## Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

## Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

## Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.